

artistically arranged pot. At first the general idea of arranging flowers was to pick as many different kinds of flowers as possible with very short stalks, and crush them down into the pot. Now they have discovered that butter-cups with cow-parsley, blue-bells with grasses, sprays of crab apple or cherry, gorse and stitchwort, etc., make very pretty decorations.

F. W.

CO-EDUCATION.

The greatest quarrels, and half the miseries in the world, arise from misunderstandings. There is no subject upon which men and women could display such a pitiful ignorance as that of each other's essential natures and traditional points of view. It is, alas! a common saying, that no woman can understand, or live up to, a man's code of honour, and yet half the men in the world divide women sweepingly into two categories—angels to be worshipped, and dolls to be played with.

If education is a preparation for life and all its manifold responsibilities, surely it should, with due safeguards, initiate us into the conditions which will limit and determine our future. As men and women we are not going to live in monasteries or nunneries, or in vast communities of our own sex alone. We have got nowadays very often to work side by side, with desks touching and a common inkpot. Men and women, by our present social code, enjoy a freedom of intercourse unknown even twenty years ago. Young people are discovering, though often through a series of rather painful mistakes, that it is possible for there to be real friendship between them with no intrusion of sentiment. How then do we prepare ourselves to live in this world of common work and play? Girls and boys are immured in great numbers in an atmosphere of artificial exclusion from each other; and intercourse, which would be pleasant and harmless under

other circumstances, instantly becomes one of the greatest evils and most serious, because most secret, danger with which a school-master or mistress may have to cope. The girl, who in one short year will correspond freely with half a dozen boy friends, would perhaps be the black sheep of a whole school where such notes must necessarily be clandestine, and are treated as "contraband of war."

One cannot hesitate, in the face of much that heads of great public schools for either sex have openly declared, to affirm that the atmosphere of mystery and the stealthiness necessary in the pursuit of things, lawful enough in themselves, does much to create that very moral evil which it is supposed to prevent.

The present writer heard only last autumn the views of a late head-master of ———, and a present head-mistress of a great endowed school which was originally worked on the lines of co-education; and they both declared that it was impossible to train men and women to live an honourable and cleanly life under the present system of divorcing them from each other arbitrarily, during the most dangerous and impressionable years of their life. It is an open secret that many parents, whose sons would in the natural course of things have gone to one of our great public schools in particular, decline to send their sons there, on account of the low moral tone which the masters are powerless to prevent, owing to the mass of natures with which they have to deal in so large a school.

Yet so conservative are we English people that we are terrified of any innovation which would seem to radically alter the traditional methods of training Englishmen. As to the training of Englishwomen, that can hardly be said to be traditional, for even girl's boarding schools could not prove a record of more than one hundred and fifty years at most, while the high schools and women's colleges have not half a century to fall back upon.

Men and women, brothers and sisters, were intended by nature to be brought up and trained in the family, not necessarily to do the same things, but still less bound to do their daily work utterly apart from each other. In the days when chivalry was supposed to render a man the willing champion and devout slave of the woman, he was trained in the household of some king or overlord; living a life certainly

among many companions of his own age, but then, in the same household would be my lady's maidens, and social life and meals would be in common, though one spent his days and meals would be in common, though one spent his days hawking or tilting, while the other worked at simples or the loom. The first great English tutor, Roger Ascham, brought up his most distinguished pupils, Edward VI., Lady Jane Grey, and Queen Elizabeth, together, which perhaps explains the gentleness of Edward and the masculine vigour of Elizabeth. It was the foundation of Edward VI.'s Grammar Schools and the decay of the great houses of the nobles, which gave rise to the present "monastic" system, for in no other way was the necessary instruction to be obtained.

At first the grammar schools were for boys in towns, who yet lived in their own homes, but as the facilities of travelling increased, and one school after another made a name for itself by the methods of its teachings or the records of its scholars, pupils were attracted from a distance, and the great public boarding schools grew into existence. The modern huge schools for girls owe their existence to the flattery of imitation; but I doubt whether the future Armageddon will be won on the playing fields of St. Bee's College for Girls, even if Waterloo was won on the playing fields of Eton.

A hundred years ago the rural population, when it was educated at all, was brought up in a dame's school, boys and girls together in small numbers. Nobody talked about co-education in those days, so there was no self-consciousness and no peering after results. With the growth of large voluntary and board schools, the boys and girls are now, after being together all through the infant schools, generally completely separated. Then after a few years they are released, to work side by side in mill, factory, or shop, and it cannot be said that they always know how to adapt themselves to the altered situation.

When we begin to discuss the pros and cons of co-education we must ask ourselves what it is that we wish it to effect. Surely that life should be an easier, braver and cleaner thing, when men and women have learnt to understand and respect each other. Can we point to any such results that will justify our main contention? Hardly at home—a few survivors of the old "Dame School system" still here and there keep sweet and wholesome some country home, but in England all efforts for co-education feel the burden of

an excessive criticism and publicity, so that the very result aimed at, namely, that the boys and girls should take each other simply and as a matter of course, is rendered impossible.

But in America, where, at least in the country districts and in many of the colleges, co-education is simply a natural matter of course, we see results that nullify half the objections generally raised. No women hold, and rightly uphold, a more regal position than the Americans; few men have such chivalrous manners, or such an innate respect for women-folk, as their brothers. It has not dulled the American's wits to work with his sisters, neither has it made the latter a dowdy and bookish lump; only a Parisian has more "chic" than the ordinary girl from the States.

Public opinion is always a vast factor in education, and the mixed public opinion of boys and girls conjointly would do much to eliminate bullying and feminine "cattiness." Nobody would wish the work done by boys and girls to be always exactly similar. Let the boys work at trigonometry, while the girls are learning dressmaking, etc.; but why should literature and history, which deal with the lives of men and women, not be given together to those who are the future world citizens, and who might do much to help each other to understand that character is the maker of fate for king or people. I am venturing upon dangerous ground, though into the very heart of the situation, if I say that I firmly believe that proper instruction and the every-day sanity and matter-of-courseness of co-education would do much to prevent the prevalence of moral sin, and would raise the whole social tone of the country. Ignorance, and the delights of unholy mystery, lead many to explore horrible deserts which they would never enter if they knew what lay beyond the boundaries, and what steps would lead them across.

To return to the ordinary "drawing room" objections. We are told that co-education would render the girls rough and mannerless, and be a tie and a tax upon the boy's strength. No one is asking that the girls shall play football with the boys, nor that they should necessarily share all the pursuits of the other. Girls with many brothers generally learn to be more really courteous than others, for they are constrained to suppress their own egoistical feelings; and it does not make a woman less womanly to be capable of

bowling round arm, and taking a hard knock without whimpering. As to the boys' manners, as things are at present they would probably grow first sheepish and then contemptuous, but I do not doubt that the second or third generation would be found to be keener workers, and more alive to intellectual rather than purely animal pleasures.

As to the teachers, it would enormously benefit girls to be brought up, even partially, under the care of masters from the beginning and as a matter of course. One would hear less then of silly flirtations with drawing and music masters, who may be talented specialists, but in no true or proper sense "educators." As for the boys, some of the most successful preparatory schools to-day are largely staffed by women, whose quicker wits and larger patience fit them for the arduous task of influencing and guiding future men.

The change to co-education, especially among the upper classes, could not be made suddenly; but gradually, largely through the medium of preparatory kindergartens, the idea is becoming familiar and acceptable.

No one wishes to convert Eton or Winchester into vast mixed schools, the life and traditions are absolutely unsuited to such a dislocation. But we do look forward to the day when parents, instead of turning their fledglings from the parent nest at great expense, and cloistering them in expensive monasteries and nunneries, may be able to keep them largely in an atmosphere of the open world, and may send them, brothers and sisters together, to schools where the numbers will not preclude the possibilities of individual care and training. When the time comes for their college life to begin, no one wants to convert the old Oxford colleges into glorified hotels; by all means let the men continue to live in college, and the girls in Lady Margaret's Hall, etc. But lectures and examinations should be open to all, and a social life in which they should mix and meet just as much or as little as they were minded. There are many young men and women who have no unhealthy craving for each other's society, even as it is; and if they had been used to it all their lives, and not led to regard it as a sort of treat or stolen sweet, there would be many more who would placidly go upon their way untroubled and untrammelled.

Co-education then is not the last cry of the would-be emancipated women; it is the plea of the reformer longing to

restore moral health to the social fabric. Knowledge of each other should give us power and tact that we may avoid that warring friction between the sexes which is quite as evident and apparent as the occasional fusion of a perfect union of souls. We owe it to each other to make life as possible as we can; then let us not falsify the balance from the very beginning, but learn and teach in mutual helpfulness.

R. A. P.

NORFOLK FLOWERS.

CROMER NEIGHBOURHOOD.

APRIL, 1904.

Kept by R. H. FOWLER, D. R. FOWLER, C. G. FOWLER.

April 3rd.

White Violet.
Common Celery.
Goutweed.
Germander Speedwell.
Buxbaum's Speedwell.

Procumbent Speedwell.
Common Cranesbill.
Gooseberry.
Hairy Rockcress.
Thalecress.

April 4th.

Knotted Pearlwort.
Purple Willow.
Downy Willow.
Male Fern.
Female Fern.

Common Polypody.
Common Hawkbit.
Annual Poa.
White Dead Nettle.

April 6th.

Hairy Bittercress.
Marsh Marigold.

Dog Violet.
Early Field Scorpion Grass.

April 10th.

Wallflower.

Lesser Periwinkle.

April 14th.

Sycamore.
Blackthorn.
Mouse-ear Chickweed.
Early Scorpion Grass.
Field Lady's Mantle.
Ash.
Ground Ivy.
Moschatel.
Stitchwort.
Dog's Mercury.
Umbelliferous jagged
Chickweed.

Crosswort.
Golden Saxifrage.
Strawberry-leaved Potentil.
Yew.
Lesser Duckweed.
Water Starwort.
Chaff-weed.
Ivy-leaved Buttercup.
Ladies' Smock.
Lesser Spearwort.
Wood-sorrel.
Hazel.

April 15th.

Mare's Tail.
Common Equisetum.
Lamb's Lettuce.
Lesser Periwinkle.
Greater Periwinkle.

Hairy Violet.
Round-leaved Geranium.
Lesser Stitchwort.
Knotted Caulis.

April 18th.

Common Willow.
Bracken.
Red Campion.
Dwarf Willow.
Black Currant.
Box.

Pansy.
Spring Vetch.
Bent Grass.
Fiorin Grass.
Water Crowfoot.

April 19th.

Buttercup.

Ribwort Plantain.

April 23rd.

Herb Robert.
Thrift.
Venus' Comb.
Hedge Parsley.

Burr Chevril.
Vernal Carex.
Sea Arrow Grass.

NATURE NOTES.

February 22nd.—Half-term holiday. The day was quite a surprise. After so much cold, wet weather this auspicious day turned out clear, sunshiny and warm. The deep blue sky, interspersed with white masses of fleecy clouds above the mountain tops covered with fresh green, made an ideal spring picture, especially when the sunshine glinted on the slopes, making the blue hollows look bluer still. Skelwith Force was very full and strong; Colwyth Force too was looking its loveliest with the fine spray playing and sparkling in the sunshine. We saw a great many different kinds of birds as we drove along. Our old friends the gay chaffinches of course were there, and the starlings. The blackbird, missel thrush, blue-tit and great-tit, yellow hammer and red-start were descried over the fields. By the Little Langdale Tarn we saw two beautiful magpies, which were kind enough not to fly away till we were quite close, then the clear black and white of their wings and feathers showed distinctly against the background of meadow green. A coot floated on the clear surface of the Tarn. At Blea Tarn we paused to listen to the echo. We gave a united shout—it was wonderful the way the echo resounded and seemed to reverberate on and on from rock to rock: the bugle call was still more marked.

After an early lunch we walked through the Wrynose Pass by the three-county stone, and overlooked the valley on the Cumberland side. On our way to Dungeon Ghyll we got a splendid view of the surrounding crags and peaks. The Wetherlam, Wrynose, Crinkle Crags, Pike o' Bliscoe, Blay Crag and the familiar Langdale Pikes. As we came home we were delighted to see the golden eye on Grasmere as well as some pochards.

February 23rd.—The little rue-leaved saxifrage is showing its sweet, white blossoms nestling in the centre of the sturdy trifoliate leaves. The blackbird is singing in almost full power, while the starling is imitating his song in a remarkably